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ABSTRACT

In this workshop, the concept of marketing was applied to school library media programs by examining the relationship between library media programs, the marketing plan, public relations (PR), and promotion. Reachable goals, targeting the audience, advertising, and motivation and commitment of the staff were also considered, and successful marketing dynamics were shared. Participants were invited to prepare mission statements and to share them with other participants. Sections of this paper include: (1) a definition of the library media program; (2) a worksheet for describing the program; (3) a figure illustrating the strategy formulation hierarchy; (4) a list of ideas to use in the library; (5) a list of strategies, activities, and materials for implementing a simple marketing plan; (6) seven goals for the marketing plan; (7) a handout for living with change; (8) a worksheet for information files; (9) a list of the 10 commandments of human relations; and (10) a 15-item bibliography. (SLD)

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INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP

21st Annual Conference
Belfast, Ireland
20 - 24 July 1992

Theme: Towards the 21 st Century
Books and the Media
For the Millennium

Topic: Marketing Your Library Program -
More than a PR Campaign

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MARKETING YOUR LIBRARY PROGRAM: MORE THAN A PR CAMPAIGN

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Gerald R. Brown

MARKETING YOUR LIBRARY PROGRAM: MORE THAN A PR CAMPAIGN

A G E N D A

1. Introduction

2. Session Objectives
   - 2.1 To consider the relationships between Library Media Programs, Marketing Plan, Advocacy Public Relations and Promotion
   - 2.2 To consider methods of using the marketing plan dimension of a library media programme in developing networks and power bases
   - 2.3 To share successful marketing dynamics

3. Tools of the trade
   - 3.1 Working Assumptions
   - 3.2 Working Definitions

4. V I S T A

   Visioning is Strategically Timed Actions
   - 4.1 Mission Statements and Guiding Principles
     Do we/you know where you're going? Do others?
   - 4.2 Strategic Plans involve reachable Goals
   - 4.3 Targeting the Audience
   - 4.4 Images and Advertising to Users and Non Users
   - 4.5 Motivation and Commitment

5. Networks and Influencing
   - 5.1 Who is the leader? Who has the power?
   - 5.2 Accessing Information Providers
   - 5.3 Messaging and communications
   - 5.4 Timing and Patience

6. Are you ready for the results ??

7. Summary, Evaluation and Feedback

8. Bibliography

MARKETING YOUR LIBRARY PROGRAM

1. Introduction

- Personal and professional
- Group to Presenter, and to each other
- Breakdown of participants in group

Librarians
College & University Public School Special
Administrators
College & University Public School Special
Trustees
College & University Public School Special
Students
Information Trade & Industry
Others

2. Overview the session

Objectives
.1 As outlined in "Agenda"
.2 To examine concept of
"What is marketing in School Library context"
.3 To give time for reflection on what you are prepared to do

Timelines
.1 To break by 12:00 to go to I.A.S.L. Awards Ceremony
.2 To begin promptly at 1:45 pm

Handout
Why is it in this format.

Interruptions
as you need to come and go without disturbing others
as you wish to comment or query a statement or concept.

MARKETING YOUR LIBRARY PROGRAM

3. Tools of the trade

Overview

Do all segments of your potential clientele make productive use of your library resources, services, and facilities?

If so, stay no further. [Just tell me which bar you are going to so I can join you and learn all your secrets once I've put the group to work on the first activity.]

If, however, certain groups or departments continue to remain immune to active public relations and promotional efforts, then perhaps what you need is a marketing approach.

First of all, a distinction should be made between the terms "marketing", "promotion" and "public relations". Marketing is not PR and promo -- although they are all a part of it.

Marketing is discovering the needs of the clients and meeting them (the needs I mean). [Deline, OSLA].

Before sophisticated advertisers or their advertising agencies commit advertising budgets to actual expenditures, a thorough study of marketing factors that affect the sale-ability and the promotability of products and services is necessary. [Barban].

So, let's look at the situation again.

3.1 Working assumptions

.1 That you have all come with some strategies to share that have been successful in influencing somebody to do something that you wanted them to do for or with you.

.2 That you will develop the plans or activities to fit your particular situation

.3 That you will be willing to share in discussion with others

.4 That you will give honest and direct feedback both to me and to others in the group

.5 That you understand that MARKETING means WORK
- preferably working smart, as well as working hard

MARKETING YOUR PROGRAM

3. Tools of the Trade

3.2 Definitions

.1 Marketing is the process used by an organization to relate creatively and productively to the community in which it sells its products and services. [Hegarty]

.2 Marketing enables you to position yourself in a community, in which, you and others are competing for the same scarce resources [Ury]

.3 Effective marketing requires the talent to speak in a language the marketplace understands;
the insight and skill to find solutions to customers' problems;
and the commitment to give value.
To do this, a company/agency must be willing and able to use all its resources. [Halstead]

.4 Marketing is the process of planning and executing the conception, pricing, promotion and distribution of ideas, goods and services to create exchanges that satisfy individual and organizational objectives. [Sirkin]

.5 PROGRAM ADVOCACY

Those who manage, administer, and work in libraries have a unique social culture. It varies from the other information provider agencies in the neighbourhood in scope, purpose, resources, staffing, facilities ... but above all the main variable is the vision or philosphy of purpose. [Shantz]

Telling about librarianship is not like chicken pox .. early exposure does not last a life time. And it isn't guaranteed to take the first time. [Haycock]

But, our actions speak for themselves.

How true, BUT do they say what we think they are saying??

A quality program by itself isn't enough...

- we have to interpret the actions in the language of the listener
- we have to package it for the audience
- we have to remember that our jargon may be a hazard or a block to easy message transfer.

MARKETING YOUR LIBRARY PROGRAM

3. Tools of the Trade

3.2 Definitions

.5 PROGRAM ADVOCACY

Let's take the simplest example...

"You'll find that picture in the vertical file."

Is the client bewildered? The what?

In librarianship, we claim that we have systematic approaches to everything. Well now is a time to show that we can transfer those systematizing skills to planning approaches for advocating a vital and integral library programme for our community.

4. V I S T A

I think it means a beautiful view; a distant view; a comprehensive awareness of remembered, present, or anticipated events.

It can also be interpreted to mean:

Visioning is Strategically Timed Actions

"A powerful vision motivates, inspires, and sparks the imagination. It exemplifies the beliefs of the organization. The commitment to realize the achievement of a vision compels the organization to act." [National Staff Development Council]

"If you don't know where you are going, you can take any route you wish to get there."

* * *

"Some people would like to know where you are headed, so they could give you a good send off!"

* * *

When a group of people make up their mind that they would like to follow a leader, they become a powerful force to achieve a common end.

Sometimes leaders get so far ahead of their followers, that they don't know where she/he went.

MARKETING YOUR LIBRARY PROGRAM

4. V I S T A

4.1 Mission Statements.

.1 Definition:

A Mission Statement is a concise expression of an organization's purpose that specifies the fundamental reasons for the organization's existence.

.2 Characteristics of a Mission Statement

Sample: AASL/AECT Information Power (1988) p. 1-2

Sample Winnipeg School Division # 1 (1991)

.3 Work Sheet

If you have a simple statement already, would you please write it out now to share with others.

If not, would you draft one for the program or institution in/with which you work.

This applies to all participants...

This in not a binding document ... you'll likely want to revise it when you go home...

Be prepared to share it with someone who is seated nearby when we call for the interaction. Please wait until called to do so.

CHAPTER 7: THE MISSION AND THE CHALLENGES

THE MISSION

The mission of the library media program is to ensure that students and staff are effective users of ideas and information. This mission is accomplished:

- by providing intellectual and physical access to materials in all formats
- by providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas
- by working with other educators to design learning strategies to meet the needs of individual students.

The mission of the school library media program encompasses a number of specific objectives:

1. **to provide intellectual access to information through** systematic learning activities which develop cognitive strategies for selecting, retrieving, analyzing, evaluating, synthesizing, and creating information at all age levels and in all curriculum content areas

2. **to provide physical access to information** through (a) a carefully selected and systematically organized collection of diverse learning resources, representing a wide range of subjects, levels of difficulty, communication formats, and technological delivery systems; (b) access to information and materials outside the library media center and the school building through such mechanisms as inter-library loan, networking and other cooperative agreements, and online searching of databases; and (c) providing instruction in the operation of equipment necessary to use the information in any format

3. **to provide learning experiences that encourage users to become discriminating consumers and skilled creators of information** through introduction to the full range of communications media and use of the new and emerging information technologies

4. to provide leadership, instruction, and consulting assistance in the use of instructional and information technology and the use of sound instructional design principles

5. **to provide resources and activities that contribute to lifelong learning,** while accommodating a wide range of differences in teaching and learning styles and in instructional methods, interest, and capacities

6. **to provide a facility that functions as the information center of the school**, as a locus for integrated, interdisciplinary, intergrade, and school wide learning activities

7. **to provide resources and learning activities** that represent a diversity of experiences, opinions, social and cultural perspectives, supporting the concept that intellectual freedom and access to information are prerequisite to effective and responsible citizenship in a democracy.

It is the responsibility of the school library media specialist and the district library media director to take the lead in translating the mission into programs that make effective access to information and ideas a reality. However, achievement of this mission at both school and district levels also requires:

full integration of the library media program into the curriculum
a partnership among the library media specialist, district-level personnel, administrators, teachers, and parents,
the serious commitment of each of those partners to the value of universal and unrestricted assess to information and ideas.

Source:

AASL/AECT. Information Power: Guidelines for School Library Media Programs. 1988 p.1-2.

Winnipeg School Division No. 1
MINI COUNCIL - FEEDER SCHOOL GROUPS -- ELMWOOD AREA

SCHOOL LIBRARY MEDIA SERVICES MISSION STATEMENT

The mission of the Library Media Services Program is to work cooperatively with the staff in providing learning experiences, resources and facilities which

- **ensure that students can effectively locate, comprehend, analyze, question, and communicate ideas and information in the pursuit of independent life-long learning; and**
- **encourage literary and cultural appreciation; and**
- **nurture creativity; and**
- **promote the enjoyment of reading, viewing and listening.**

Drafted 21 November 1991

Principal's Signature _____

Teacher-Librarian's Signature _____

Date _____

Mission/Purpose: Philosophical expression of the societal/human problems/needs that your school, program or project addresses. Answers the question, "Why does your school, program or project exist?"
Why do we exist?

a) philosophical
b) human/societal need
c) value and values

Criteria	Yes	No
- Describes your audience or clients (who it is for)		
- Describe your action, activities, processes (what you do)		
- Describes your aim (toward what end)		
- Is brief (one to two precise and clear statements regarding what you are about)		
- Establishes what "business" your are in		
- Is capable (with discussion) of common interpretation by all: staff, students, parents, community		
- Provides criteria for making choices. Is used as arguments for your goals. "If we do this, will we be furthering our mission".		
- Is achievement oriented, Provides a rallying point for everyone. It says, "This is what we are trying to accomplish."		
- May use words or phrases that require further definition		

.4 Criteria

Before you share your mission statement with a colleague, would you please check or ask a colleague to help you check it against the criteria check-list provided on the previous page.
Edit if necessary ... share and clarify.
Allow the other person to ask questions for clarification. Do you both understand the mission clearly?

5. Do you have a mission statement that has been endorsed by ALL your staff working in your library or system?	**yes**	**no**
Are your support staff aware of it?	**yes**	**no**
Do they clearly understand that it applies to them too?	**yes**	**no**
Did they have in-put? discussion?	**yes**	**no**
If you in a school, has it been accepted by the principal? department heads?	**yes**	**no**
Is it congruent with the school mission statement?	**yes**	**no**
If you are in a regional or large public library system, is your Branch mission statement congruent with the statement of the parent body?	**yes**	**no**

.6 What do you need in order to make this long range mission statement achievable?

What are some of the givens that underlying the practical implementation of this concept?
Help your colleague detail three of these factors.

1. _____

2. _____

3. _____

4.2 Strategic Plans Involve Reachable Goals

In the case of the above mission statement you are already implementing many aspects in your current regular program.
There are likely some aspects of your mission statement that need further attention. These can be more easily stated as Goals for Action
.1 STRATEGY FORMULATION HIERARCHY

The Strategy Formulation Hierarchy

From the attached "Sample Marketing Plan: Goals & Objectives,
.2 Choose three (3) such STRATEGIC GOALS A-G which you think might be achieved if marketing, advertising, public relations or promotion strategies were used effectively.
Work sheet included in packet ... see next page
These are samples that have been worked out in previous seminars and extended workshops. They are provided here as samples for your examination and discussion.

SAMPLE MARKETING PLAN: GOALS AND OBJECTIVES

OVERALL PURPOSE:

To make the library media program indispensable in the eyes of its major audiences (students, staff, administrators, and parents), and thereby to increase their support of the program in both material and non-material ways.

NECESSARY CONDITIONS FOR ACCOMPLISHMENT OF PURPOSE:

The principal and teachers must learn what a well-balanced LMP consists of. They must come to value and desire those services enough to allocate the resources necessary to provide them, in spite of many competing demands for the same resources.

EVIDENCE OF ACHIEVEMENT OF PURPOSE:

The Principal and staff will choose to staff the library media program with a full-time professional and aide, to allocate funds for a well-balanced collection of equipment and materials, and to create a schedule that permits maximum service to the maximum number of users.

TARGET AUDIENCES:

- Principal and teachers, who make all staffing and budget decisions and who determine the overall building schedules.
- Other school staff, including secretarial, maintenance and teacher aides who are providing such support to the media program.
- Parents, whose comments and supportive statements to the principal and classroom teachers, and whose assistance may be a valuable resource for the marketing plan.
- Students, whose use of LMP services both influences and is influenced by the amount of teacher support for the media program.
- Community members, the taxpayers who provide the financial resources that make school LMPs possible.

  NOTE: Each group will be targeted for certain goals and not for others. The more groups that can be included in each goal and objective, the better, because then each activity will reach the largest possible audience.

  ALSO: Other possible target audiences, such as school board members and local businessfolk, are not major targets of this marketing plan. Still, since they ARE potential influences on members of the major target groups, any opportunity should be taken to create a favorable impression on them.

GOAL A:	**The principal and teachers will increase their value of the Library Media Program**

(This is an affective, or attitudinal goal which is the most abstract and difficult-to-measure of all the goals in the marketing plan. It focuses on attitude toward the entire library media program)

Rationale: If teachers and principal value the LMP because it fills some personal or instructional need, they are more likely to give support to the media specialist in terms of staffing, scheduling, budget, etc.

Objective On a year-end survey, teachers and principal will indicate an increasingly favorable attitude toward the value of the building library media program.

STRATEGIES, ACTIVITIES and MATERIALS for implementing SAMPLE MARKETING PLAN "A"

GOAL A: The principal and teachers will increase their value of the Library Media Program

1. "Friday at 3 in the LMC"
2. Announcements and activities in staff meetings
3. "Book of the Week" in staff room
4. Story time invitations
5. Personal "thank-yous"
6. Workshops on media use and production with kids
7. Thematic displays tied to curriculum
8. Publication of circulation and library use records
9. Highly visible reading incentive programs
10. Library ads

GOAL B: Teachers will increase their value for and use of instructional media by becoming more directly involved in planning and teaching.

(This goal is both attitudinal --"value" -- and behavioral --"use." It is narrower than Goal A in that it focuses on a specific aspect of the library media program: instructional medias)

Rational: If teachers understand, appreciate and USE instructional media appropriately, not only will their teaching be improved, but they are more likely to value the source of many of the media they use-- the library media program.

Objectives:
1. On a year-end survey, teachers will indicate an attitude of increased value for the role of a variety of media for teaching and learning.
2. On a year-end survey, teachers will indicate an increase in their own knowledge of and expertise in the use of media for classroom instruction.
3. Teachers will indicate an increase in their own use of (or intent to use) either commercial or self-produced media in their instructional planning.

STRATEGIES, ACTIVITIES and MATERIALS for implementing SAMPLE MARKETING PLAN "B"

GOAL B: Teachers will increase their value for and use of instructional media in their own planning and teaching

1. Bibliographies etc.
2. Speakers and inservice workshops
3. Films and other media about media
4. Preview services
5. Interlibrary loans

GOAL C: **Teachers will use the LMP's facilities, resources and services, including the professional services of the library media specialist, more than they did in previous years**

(This goal is yet more specific and more easily measurable, because it calls for a distinct demonstration of behavior -- increased USE of all aspects of the LMP)

Rationale: The more teachers use a facility or service, the more likely they are to cooperate to insure that such facilities and services continue to be available.

Objectives:
1. During the school year, each teacher will visit the LMC on an average of at least once a week, either alone or with students, for the purpose of using some resource or service.
2. By the end of the school year, each teacher will have checked out more books and A-V materials than s/he did in the previous year.
3. During the school year, each teacher will have requested, on the average, at least one bibliography, interlibrary loan, or other curriculum-related service, per month.
4. During the school year, each teacher will have made more frequent use of A-V equipment than during the previous year.

STRATEGIES, ACTIVITIES and MATERIALS for implementing SAMPLE MARKETING PLAN "C"

1. Library Media Center Newsletter
2. New media lists
3. Kit and other AV lists
4. Miscellaneous service reminders
5. Annotated magazine lists
6. Xeroxed magazine tables of contents
7. Solicitation of teacher input
8. Sharing of media specialist skills and talents
9. Professional corner in LMC
10. Classroom/library projects
11. Contests and drawings

GOAL D: Teachers will increase their knowledge of:

1. **How to operate A-V equipment**
2. **How to use A-V media effectively with students**
3. **How to design and produce simple A-V materials**

(This is a measurable cognitive goals -- dealing with increased knowledge -- which is likely to result in the behavior changes sought in Goal C)

Rationale: Teachers, who will receive A-V instruction through the building LMP, will thus be more likely to support that program and to enrich their students educational experiences by the appropriate use of media.

Objectives:

1. During the school year, each teacher will voluntarily attend a media inservice or ask for personal instruction on at least one piece of A-V equipment.

2. During the school year, each teacher will choose to attend at least one inservice, conducted by the media specialist, at which a film and/or demonstration of effective media use will be presented.

3. During the school year, 2/3 of the teachers will design and produce at least one instructional material they would not have known how to do without assistance from the media specialist.

STRATEGIES, ACTIVITIES and MATERIALS for implementing SAMPLE MARKETING PLAN "D"

1. Inservices on media use with students

2. Inservices on equipment use

3. Inservices on materials production

4. "Emergency" AV training

5. Students trained to run equipment

GOAL E: **Teachers will have an increased understanding of:**

1. **What the media specialist actually does (ALL aspects of the media specialist's job)**
2. **What services are available to teachers from the LMP**
3. **How teachers can help support the LMP and thus get better service for themselves and for their students**

(This goal is cognitive -- aimed at increasing teachers' awareness and eliminating misconceptions about the responsibilities of the media specialist)

Rationale: Teachers must KNOW about services before they can use or appreciate them. They must know how ALL of the media specialist's duties (even the invisible tasks) contribute to providing those services, if they are to support the media specialist's freedom to schedule her/his own time.)

Objectives:

1. On a year-end questionnaire, each teacher will list four major functions of the media specialist; and at least five services offered to students, and at least five services offered to teachers by the LMP.
2. During the school year, teachers will show increased participation in the solution of LMP problems (i.e. helping track down overdues, providing student library volunteers, contacting parents about missing materials, etc.)

STRATEGIES, ACTIVITIES and MATERIALS for implementing SAMPLE MARKETING PLAN "E"

1. Sound/slide or video program about the LMP
2. Building Plan for Library Media Services
3. Library Media Specialist role description
4. Procedural review
5. Teaching resource file
6. Teacher Library Review Committee

GOAL F:	**Each individual staff member will interact with the media specialist, both professionally and socially, more often during this school year than in past years.**

(This is a behavioral goal, easily measurable through record-keeping)

Rationale: The more staff members are aware of the media specialist, both professionally AND personally, the more likely they are to listen, to value her/his services and to want to work together.

Objectives: 1. By the end of the school year, each staff member will have interacted with the media specialist on professional matters at least twice as often as during the previous year.

2. Every month, each staff member will have at least one contact with the media specialist that does not directly involve professional service.

STRATEGIES, ACTIVITIES and MATERIALS for implementing SAMPLE MARKETING PLAN "F"

1. New teacher orientation

2. Monthly (or weekly) report to principal

3. Open house for staff

4. Lunch with the staff

5. Monthly curriculum questionnaire

6. Request for Library Media Service form

7. Display of class work

8. Classroom visits

GOAL G: Parents and community members will demonstrate increased support for the LMP, through increased awareness of what goes on there.

(This goal has behavioral, affective and cognitive elements. Its accomplishment depends upon increased knowledge leading to improved attitude, which in turn leads to actions in support of the library media program)

Rationale: The more parents understand and value the LMP, the more likely they are to support its continued existence, through positive comments to principal and teachers, and through volunteerism or donation of money, materials or time.

Community support of the LMP increases community support of the entire school and of schools in general, thus helping to pass budget levies that include funds for library programs. Community resources may also help to implement the marketing plan itself.

Objectives:
1. During the first third of the school year, all parents will visit the LMC at least once.
2. During the school year, parents will receive at least two positive communications from the LMP (overdue notices DON'T count!)
3. During the school year, community people will receive information encouraging them to visit and to participate in LMP activities.

STRATEGIES, ACTIVITIES and MATERIALS for implementing SAMPLE MARKETING PLAN "G"

1. Use publicity tools:
   - A. School newspaper
   - B. Parent organization/PTA newsletter
   - C. Student newspaper
   - D. District or county education publication
   - E. Library Media Program newsletter
   - F. Local newspapers, radio & TV stations
   - G. Community organization publications & notice boards
   - H. Public access TV
2. Attend meetings of parent & community organizations
3. Use other occasions of parent/community visits to school
4. "Adults-only" corner in LMC
5. Logo
6. Personalized memo paper
7. Bookmarks for kids
8. Community open house
9. "Doorhanger"bookmarks for community
10. Parent open house
11. Personal thank-you's
12. Report card inserts
13. Letters to parents
14. Book fairs
15. Performances
16. Buttons
17. Stickers

IDEAS FOR REFLECTION

Reflection allows one time to sit back and think in time frames about how planning activities are working. It allows the participant time to integrate the past, with the present, and apply it to how you expect the future to unfold.

"We never have the time to do it right, but we have the time to do it over"
(Anonymous)

"I thought I could see the light at the end of the tunnel but it was a freight train coming from the other direction"
(Anonymous)

" We had bought a large map representing the sea
Without the least vestige of land
And the crew were much pleased when they found it to be
A map they could all understand"
(Lewis Carrol)

"Goals that go in one year and out the other"
(Will Lorey)

"The fish is the last one to see the water"
(Anonymous)

"Having lost sight of our objectives, we redoubled our efforts"
(Anonymous)

"Tomorrow all our todays will be yesterday"
(Anonymous)

"Thinking well is wise; planning well, wiser, doing well wisest and best of all." (Persian Proverb)

"It's only with the heart we can see. What is essential is invisible to the eye." (Antoine de Saint Exupery in the Little Prince)

"A round man cannot be expected to fit in a square hole right away. He must have time to modify his shape." (Mark Twain)

"Nothing is more terrible than activity without insight"
(Thomas Carlyle)

MARKETING YOUR LIBRARY PROGRAM

4. VISTA: Visioning is Strategically Timed Actions - Continued

4.3 Targeting the Audience (for your "Marketable Goal")

.1 What is the market place for your reachable goal?

.2 What is the END PRODUCT you are trying to market?

.3 Who are the current consumers of the product?

.4 Who could be the consumers for the product?

.5 Who makes the decision regarding the budget that would make your product available to the client?

.6 Who determines the schedules that would make it possible to make your product available?

.7 Who are the people on staff who might influence a decision maker's thinking about your product?

.8 Who are the people on staff or in the community who might be supportive to your "goal"?
- physically (as in specific help)
  volunteers, construction, moving..
- spokespersons?
- current user advocates?

.9 Are there students who could be
- advocates for your goal?
- trained to work to achieve your goal?

.10 In summary, to target an audience we have to know
- exactly what we are promoting
- precisely to whom
- what the variant impacts will be
- time requirements for ourselves

MARKETING YOUR LIBRARY PROGRAM

4. VISTA: Visioning is Strategically Timed Actions - Continued

4.4 Images and Advertising to Users and Non Users

- Images are real to the beholder
- They dictate how we decide on certain issues or events.
- Images reside in the effective thought processes of the brain.
- Must we allow images of the past to blur our vision for the future?

.1 From the outset we need a unified voice to define Library Media programs and library media services

.2 We need training in social interaction skills

.3 We need to begin making investments in people like Department Heads who are administration bound

.4 We must make investments in
- vice principals
- assistant directors
- branch librarians
- unit heads
- first year trustees

INVEST IN THEIR FUTURE

.5 To increase business, you have to get people physically in to the library or related space.

In small groups list at least two (2) current strategies you are using successfully.

Please have one person record the ideas briefly for sharing to the larger group.

MARKETING YOUR LIBRARY PROGRAM

4. VISTA: Visioning is Strategically Timed Actions

4.4 Images and Advertising to Users and Non Users

4.4.5 Promotional Ideas to use in Libraries

- Adult education fair
- Anniversaries ... or other important community events
- Art show, fair or sale for local artists
- Audio visual equipment loan or rental to community
- Audio visual assistants ... trained students ... pay
- Authors in residence
- Author visits, for parents too
- Baby picture contests
- Birthday calendar of...
- Book discussion clubs
- Book marks .. locally prepared and commercially available
- Book sales (esp pre-Christmas; pre-parent conferences)
- Book talking in the classrooms
- Bookworm of the month
- Books on wheels for hospitalized, homebound, seniors
- Bulletin boards
- Carnival princess from staff
- Cartoon board
- Children's Book Festival, with visiting celebrities
- Computers for community use
- Computer games ... educational for loan, or use in house
- Computer graphics...banners, posters
- Contests... readership; authorship; searches;
- Courses in children and young adult literature on site
- Direct mail
- Displays
- Electronic mail
- Enclosure mail... telephone hydro gas
- Float & participation in parades
- Flyers
- Food...coupons, prizes, rewards
- Free library card to all grade 2 students
- Free memberships for seniors
- Free photocopying for students from reference materials
- Friends of... Associations
- Give-aways from government departments
- Goal statements shared with community
- Home reading clubs

MARKETING YOUR LIBRARY PROGRAM

4. VISTA: Visioning is Strategically Timed Actions - Continued

4.4 Images and Advertising to Users and Non Users

4.4.5 Promotional Ideas to use in Libraries

- Hosting agency for Literacy Projects, or other activities for which groups might need professional support in order to get grants
- Informational packages, sheets, on the library as well as about other agencies in town
  e.g. Humane Society Recommends Books about Pets
  What Your Optician Says About Reading in Bed
- Inserts in report cards, e.g. summer readings
- Integrating consultant services in system
- Intercom... jingles, advts, reviews, overdues
- Interlibrary loan service promoted
- Inviting administrators/trustees to meetings
- Kids give advice on:
  - rearranging the space
  - themes for reading programmes
  - purchasing new titles
- Liaison with Public Library closest to school
- Literary writing contests
- Library user group, or Library Advisory Committee
- Local newspaper ... articles, pictures, contests
- Logo
- Manitoba Young Reader's Choice Award.. promotion
- Mini courses for parents on parenting and reading
- Mini courses for parents on Reading and Children's Lit.
- Mini demonstrations...crafts, technology
- Mission statement shared ... poster, newspaper
- Mother's morning off, with baby sitters
- Museum exhibits, e.g. Yester year classroom with retirees
- New born babies are given library cards
- Newsletters ... in house; community; related groups
- Orientations..tours, visits, workshops
- Parent/child evenings
- Personal reading journals
- Pins for 10th, 20th, 25th anniversary memberships
- Popcorn/read-ins during cold winter months at lunch
- Press releases
- Public broadcasting channel...series, lectures
- Public service announcements on radio, television, paper
- Radio jingles

MARKETING YOUR LIBRARY PROGRAM

4. VISTA: Visioning is Strategically Timed Actions

4.4 Images and Advertising to Users and Non Users

4.4.5 Promotional Ideas to use in Libraries

- Reading contests ... number of pages, or minutes .. prize
- Reading interest inventories
- Relationship with other library associations
- Relations with other information providers within boundary
- Reports ... annual, monthly, -- formats, newspaper
- Resident pets .. cats, rabbits, hamsters
- Retirement party for the card catalogue with automation
- Scavenger hunt for information
- Signs ... clear and inviting
- Special days and holidays ... parties, displays, bulletin boards, contests, food, costumes
- Story hours on Saturday morning (during school physical activities and team events and activities)
- Story tellers in residence --- High School to Primary
- Student Assistants
- Student-authored books added to collection
- Summer holiday packages for children
- Summer reading programmes
- Summer student employer
- Testimonials
- Trade fair visibility ... public wish list survey
- Transit system signs and bill boards
- Use of cartoons on promotional materials
- Visiting experts ... trustee, mayor, councillor, mechanic
- Volunteers ... recruiting, training, nurturing
- Window painting
- Word of mouth
- Workshops, seminars, conferences
- Write post cards to students to invite them
- Writing centre
    - writing materials and workspace
    - computer terminal
    - author in residence
    - teacher supervisor
    - offer to assist in mailing completed stories
    - coil binding of completed projects for collection
    - anthologies
- Young Moms meetings

MARKETING YOUR LIBRARY PROGRAM

4. VISTA: Visioning is Strategically Timed Actions

4.4 Images and Advertising to Users and Non Users

4.4.6 PROMOTIONAL TOOLS -- media and methods for communicating appropriate information about the LMP & its activities

.1 LIVE (DIRECT) COMMUNICATIONS or PRESENTATIONS

- One to one personal communication by LMS
- Word of mouth communications, by separate individuals or members of groups
- In-school presentations to groups (name various specific target groups)
  - By media specialist
  - By students
- By members of other groups
- Out-of-school presentations to groups (name various specific target groups)
  - By media specialist
  - By students
  - By members of other groups

.2 WRITTEN PERSONAL COMMUNICATIONS

- To individuals
- To representative members of target groups

.3 PRINT MEDIA

Regular publications:

- LMP Newsletter
- School Newsletter
  (distributed to teachers, students in classrooms, parents)
- Parent association newsletter
- District in-house newsletter
- District newsletter to community
- Department of Education publications
- Professional organization publication
- Professional publications for teachers
- Local newspapers for general public
- Non-local periodicals for the general public

Special publications:

- Brochures
- Information sheets/memos/announcements
- Flyers (in-school and out)
- Posters (in-school and out)
- Bookmarks
- Signs (directional and/or informational -- note places in and out of school where any of these may be effectively used:
  - In-school: in LMC, outside LMC, in hallways, on entrance & exit doors, in classrooms, in office, in lunchroom, in bathrooms.
  - Outside school: restaurants, theaters, stores, video parlors, bowling alleys, community centers, churches, community bulletin boards, day-care centers, etc.)

.4 NON-PRINT MEDIA

In-building:

- Intercom announcements
- Audiotape
- Videotape
- Other (sound/slide, 8mm film, etc.)

Outside of school:

- Local radio stations
- Local TV stations
- Non-local radio & TV stations (through state and/or national networks)

.5 OTHER

- Displays in LMC
- Displays in school (outside LMC)
- Displays outside school (at district office, local malls, community notice boards)

MARKETING YOUR LIBRARY PROGRAM
4. VISTA: Visioning is Strategically Timed Actions
4.4 Images and Advertising to Users and Non Users
4.4.7 CUSTOMER COMPLAINT FORM

What does the "community" say about the library?
the service?
the staff?

Young adults can be very perceptive.
Use your ears to "hear" what they are saying
Find an honest colleague who will help you check out the message
Be prepared to be hurt - briefly
Rise to the occasion and
Respond positively

Rule 1. The customer is always right Rule 2. Refer to rule 1

Customer complaints can be early warning signals

Develop a system for collecting customer feedback
Standardized forms strategically available
- allow for both positive and negative feedback
- place for special credit for meritous service
- optional signature and phone number

Have them sent to one desk to see if there is a pattern that needs attention
This is better than having people solve their own problems in their own way which may not be consistent with system or building policy or procedure.
It may ultimately also be less time consuming.

Develop a feedback system
- Something has been done (be specific)
- Not done .. being evaluated, or priced, etc.
- Not yet done, but in process

Invite a visitor to come to library system to observe the way people are treated. It would be wise to discuss this with the staff so that you could build a positive framework for the evaluation. Provide immediate positive AND negative feedback as applicable once the visit has been done. Do not allow the staff to hang in suspense over an unnecessary period of time. If abused, this could be called harassment.

Train the staff on how to say "NO" creatively

Company/agency policy is derived from company philosophy

Worker practices are generally a reflection of company policy.

Train the staff on the protocols for handling abusive or abrasive patrons and above all practise in role play situations how to handle these matters

List "User feedback" for staff examination

Circulate letters of commendation which are received from the clients, to your staff (and administration).

MARKETING YOUR LIBRARY PROGRAM
5. NETWORKS AND INFLUENCING
5.1 Who is the leader? Who has the power?

.1 Positive Self Concept is the first indicator of leadership

In small groups, develop a list of 10 characteristics of people whom you admire as "leaders". Have a recorder put your list on chart paper, post it and be prepared to speak to it in large group discussion.

.2 Skill Dimensions

Using the above list, identify what particular or unique skills you believe this leader has "developed" to make for his/her success.

.3 Sources of Power

- .1 Legitimacy
- .2 Knowledge
- .3 Skill/Expertise
- .4 Competition
- .5 Sanctions
- .6 Time/timing
- .7 Tolerance
- .8 Growth
- .9 Power base
- .10 Alliances

.4 Nature of the Change Process

Share: Ten Tips for Living with Change

(see next page.....

Ten Tips for Living With Change

Be Patient with Yourself

It is tempting to pass through a transition as quickly as possible but it never seems to work. Give yourself time to grieve for the old and seize the new as an opportunity. Much gets stirred up during a transition -- emotions, behaviors, relationships, lifestyles -- and this all needs to settle. As with a glass or plastic bubble with a snow scene inside, the more it is shaken, the longer it takes to settle. Take it easy.

Don't Be Afraid to Reach Out.

There are many ways you can get help as you move through change. Sometimes you'll just need someone to listen to you. At other times you may need someone to give you a push, to provide moral support, to go through it with you, or to hold and love unconditionally. Ask for the support of others when you need it.

Look Forward.

There's always a desire to hold on to at least part of the "old" situation. This is fine for a while, but be careful not to get stuck in the memories. Be clear about what you want after the change is all over, but don't rush the grieving. Both are important.

Stay Open-Minded

Whatever happens, hold on to your desire to find creative, new approaches to old situations. There's always a temptation to stick to comfortable habits, which may mean that you miss the opportunities for new learning. If your transition has been dropped on you, try to find as many benefits or opportunities as possible. Even if your transition is one that you have chosen, don't be surprised if you come face to face with some unexpected emotions.

Be good to Yourself

There's no need to play it tough during a transition. Spoil yourself. Buy yourself a treat, watch your favorite television show, read a good book, and listen to good music. Don't be afraid to show emotion and let yourself go from time to time.

Go for Walks

There are always things to see and so many different ways to get in touch with the parts of being human. Walking leads to many gifts, including time alone with nature.

Create Small Successes

Every success will help you move forward. One of the best ways to move ahead whenever you feel stuck is to start a small project that you know you will complete successfully.

Take Some Risks

Now is a great time to try something new. Since you're in transition anyway, why not have a little adventure and do something for the first time?

Dream a Little.

The self-fulfilling prophecy is alive and well: If you dream it, you can do it! Imagine that you have a magic wand and can make the very best of this change. Dream up your perfect outcome and, when the dark days creep in, remember the dream.

Source: The Center Page (newsletter of the Howard County, Maryland. Staff Development Center. Summer 1991.

Positive Invitations

***I can tell a lot of work went into that**

***Tell me more about it.**

***I appreciated your help**

***I think I understand; can you tell me more?**

***It seems all beginnings are hard.**

***It is okay to make mistakes. What do you think you learned about...**

***It looks as though you really worked hard on that.**

***Knowing you, I'm sure you'll do a good job...**

***I like the way you handled that...**

***I enjoyed working with you in...**

Prepared by School Division No 71
(Courtenay, British Columbia)

MARKETING YOUR LIBRARY PROGRAM
5. Networks and Influencing
5.2 Accessing the "Information Providers"

.1 Value of this conference

.2 Political action strength of these associations

.3 Area Information Files

.1 Purpose

.2 Scope

.3 Identifying people with similar philosophy to what is needed in your marketing plan

.4 Who is in your community

Work sheet attached

AREA INFORMATION FILES

1. AREA: _____
2. SCHOOL: _____
3. SCHOOL LIBRARY PHONE NUMBER _____
4. LIBRARIAN (S) _____ _____
5. HOME PHONE _____ _____
6. SCHOOL TEACHER'S ASSOCIATION REPRESENTATIVES

   _____ _____

   _____ _____
7. CHAIRPERSON OF LOCAL HOME AND SCHOOL OR PARENT COUNCIL ... _____
8. SCHOOL REPRESENTATIVE ON COMMUNITY EDUCATIONAL ADVISORY COMMITTEE _____
9. PUBLIC LIBRARY LOCAL BRANCH LIBRARIAN _____

   PHONE NUMBER _____
10. MEMBER OF BOARD OF TRUSTEES LIVING WITHIN YOUR SCHOOL BOUNDARIES _____
11. MEMBERS OF CITY COUNCIL LIVING WITHIN YOUR SCHOOL BOUNDARIES _____
12. MEMBER OF THE LEGISLATIVE ASSEMBLY LIVING WITHIN YOUR SCHOOL BOUNDARIES _____
13. CHAIRPERSON OF THE LOCAL COMMUNITY CENTRE WITHIN YOUR SCHOOL BOUNDARIES _____

A major portion of the 90 percent of our time we spend communicating is spent communicating with ourselves, via dreams and silent dialogue. The better you communicate with yourself, the better you will be in communicating with others

Here are five ways to avoid crises in self-communications
.1 Stop value-judging yourself, and don't accept the value judgments of others.
.2 Take your own counsel
.3 Practise new responses
.4 Operate from calmness
.5 Develop a genuine sense of humour

If you are willing to work on these self-communicating factors, you will be a winner.

Then your obligation is to turn your energy to see how you can convert your situation into a win-win situation.

Two cardinal rules:
.1 Never allow yourself to be backed into a corner; always manage to see at least one more alternative even if it is less than desirable
.2 Never underestimate the importance of saving face. (It has worked in politics for centuries.)

Barbara Colorosso reminds us that sometimes the crisis we are currently facing should be considered in these terms:

Is it life threatening?
Is it immoral?
Is it harmful to others?

If the answer to any of the above is yes,
then you have a job to do.

And you have many strategies or techniques:

.1 Divide and conquer
.2 Front Person
.3 Carrot and stick
.4 Stack the deck/vote
.5 Ad hocracy
.6 Public and grassroots pressure
.7 Publicity

Eleanor Roosevelt reminds us that
"Sometimes we just have to do what we fear most."

If your principles are being compromised, you have no choice.

MARKETING YOUR LIBRARY PROGRAM

6. Are you Ready for the Results

THE CHALLENGES:

1. **To provide intellectual** and **physical access** to **information** and **ideas** for a **diverse population whose needs are changing rapidly**
   - to think rationally and creatively
   - to solve problems
   - to manage and retrieve information
   - to communicate effectively

   Therefore: teaching of core competencies and skills transferable across disciplines applicable to any learning situation

2. **To ensure equity** and **freedom** of **access to information** and **ideas**, unimpeded by:
   social
   cultural
   economic
   geographic
   technological constraints

3. **To promote literacy** and the **enjoyment of: reading**
   viewing
   listening

   for young people at all ages and stages of development

4. **To provice leadership** and **expertise** in the use of **information and instructional technologies**

5. **To participate** in networks that **enhance access to resources located outside** the **school**

TEN COMMANDMENTS OF HUMAN RELATIONS

1. SPEAK TO PEOPLE - there is nothing so nice as a cheerful word of greeting.

2. SMILE AT PEOPLE - it takes 72 muscles to frown, only 14 to smile.

3. CALL PEOPLE - the sweetest music to anyone's ears is the sound of his own name.

4. BE FRIENDLY and helpful, if you would have friends, be a friend.

5. BE CORDIAL - speak and act as if everything you do is a genuine pleasure.

6. BE GENUINELY interested in people -- you can like almost everybody if you try.

7. BE GENEROUS with praise -- cautious with criticism.

8. BE CONSIDERATE with the feelings of others -- there are usually three sides to a controversy: yours, the other fellow's, and the right side.

9. BE ALERT to give service -- what counts most in life is what we do for others.

10. ADD TO THIS a good sense of humour, a big dose of patience and a dash of humility, and you will be rewarded many-fold.

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